

EXPLORING TRANSFORMATIONAL LEADERSHIP, LEARNING ORIENTATION, AND CREATIVE SELF EFFICACY ON EMPLOYEE CREATIVITY

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Abstract: Basically, from year to year, business always develops. This is what makes a transformational leader needed to be able to face the demands of the ever-changing market. This study itself discusses transportation service companies in Indonesia that have undergone massive changes and adjusted to market needs. One of the things that affects this is the learning orientation of the Institute as well as creative self-efficacy and work creativity. The purpose of this study proves that employee creativity encourages the organization to develop. This study uses the SmartPLS analysis method as analysis. The test results prove that Transformational Leadership has an impact on employee creativity in this company. In addition, why learning orientation has less impact on employee creativity is also explained in this study.

Keywords: *transformational leadership, learning orientation, Creative self efficacy, employee creativity*

1. Introduction

There is significant evidence that the main source of organizational creativity and employee innovation is a strategic advantage (Ma & Jiang, 2018) Defined as the production of new and useful ideas by an individual or a group of individuals working together (Madjar, N., Oldham, G. R., & Pratt, 2002). Therefore, organizations are increasingly looking for ways to encourage creativity among employees (Hirst, van, & Zhou, 2009). This phenomenon also occurs in companies located in Indonesia, especially in the transportation sector, which is increasingly experiencing significant developments in terms of services. This is influenced by the leadership style used by managers in the company. Leadership that is synonymous with innovation and creativity is transformational leadership as explained by (Jansen, et al., 2008) creativity itself is reflected in the behavior of someone who has transformational leadership.

The leadership style of a transformational leader will empower, encourage, and stimulate followers to achieve better than the expectations they achieve, according to one study by (Afsar & Masood, 2018). With the presence of business leaders who have transformative attitudes, leadership actions can inspire and influence their employees' attitudes and behavior, such that transformative leadership has a significant effect on employee innovation actions (Michaelis, et al, 2010). Shin and Zhou (2003) claim the imagination of workers can be well nurtured by types of transformational leadership. Leaders strive to initiate workers' innovative abilities so that they can find creative solutions to a dilemma (Boerner et al., 2007).

Some experts claim Learning Orientation is characterized in a broad sense as the creation of new experiences or observations, having a possible impact on action through ideas and values (Jimenez et al., 2008). Learning Orientation is correlated with the creation of new

skills in organizations (Park and Lee, 2010). Learning orientation, on the other hand, requires information acquisition, distribution, and use. In order to create new thoughts, this is a very valuable method (Argote, 2011). The learning orientation underlies the company's internal self-renewal and is an important part of the practices of business management (Covin et al., 2006). Covin et al. (2006) also take into account that strategic planning activities required organizational learning of how companies select, learn from, and refine or redefine key business-related decisions and patterns that they consider very important to maximize leadership influence on company performance. One of the variables identified as being able to improve the performance of an organization is the creativity possessed by each individual employee in the organization.

Employees are more than expected to produce creativity and creative ideas for new goods, facilities, and processes in today's constantly evolving and highly challenging job climate (Zhou & Hoever, 2014). In line with what was articulated by (Gumusluoglu & Ilsev, 2009), innovation is not only very significant as a boost in customer happiness and engagement, but also plays an important role in the organization's growth and sustainability. Woodman et al (1993) also supports this belief, arguing that the ingenuity of workers as one of the tools held by a business will become one of the strategic advantages of the organization. Creative Self-Efficacy (CSE) can be interpreted as the belief that a person has the knowledge and skills to produce creative results (Tierney and Farmer, 2002). Tierney and Farmer (2004) argue that in order to sustain growth and success, organizations need to support employee creativity by developing Creative Self-Efficacy (CSE) in employees. Creative Self Efficacy (CSE) is based on a person's knowledge and skills that give rise to creativity. Creative Self-Efficacy (CSE) can also reflect intrinsic motivation to engage in creative activities in an organization or company (Gong et al., 2009).

2. Literature Review

Transformational Leadership

Transformational leadership is those who have succeeded in changing the focus of their employees from instant self-interest to isolated collective vision and inspiring them to do something that goes beyond their duties (Rubin et al., 2005). Various empirical studies have proven the effects of transformational leadership on innovation, performance, and employee attitudes at the individual and organizational levels (Pearce and Sims, 2002). According to Burns (1978), transformational leadership is when a leader can influence their employees by enhancing conventional goals and helping them increase their confidence in the workplace. Transformational leadership has four important dimensions, namely: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Avolio and Bass, 1995).

Idealized power is often referred to as charm, referring to those who have the legitimacy and strength to embrace it as a role model for a employees. Transformational leaders have clear moral expectations and principles, and conform to a code of ethics, presenting their workers with a vision and purpose, ensuring that employees feel appreciation for their leaders and gratitude (Northouse, 2004).

Learning Orientation

Sinkula, Baker, and Noordewier (1997) conceptualized Learning Orientation as corporate values (i.e., commitment to learning, open-mindedness, and shared vision) that influence their tendency to create and use knowledge. These values guide the company's behavior and processes to obtain a variety of information, develop a general understanding of the information obtained, and generate new knowledge or organizational insight (Fiol and Lyles, 1985). Learning Orientation has an explicit focus on acquiring knowledge that has the potential to benefit organizations (Harrison and Leitch, 2005) to refine existing knowledge and routines (i.e. adaptive learning) or question held assumptions and develop new ways of thinking (i.e., generative learning) (Slater and Narver, 1995). Learning orientation underlies a company's internal self-renewal, and is an important aspect of corporate strategy activities (Covin et al., 2006).

It is important to note that the definition of Learning Orientation used in this study focuses on no mode of learning or the identity of who or with whom the learning orientation is focused. Rather, it is a general mindset without specific areas or sources to which learning is directed. This is a positive motivation for developing one's task competencies that are independent of learning resources. As a result, all types of sources basically have the same or the same possibilities for individual learning (Slatten, 2014). In addition, this Learning Orientation is built based on one's fundamental ideas and conceptions about the possibility of gradual progress and increasing one's ability to master certain tasks. The positive formation of positive thoughts about improving one's task ability builds one's beliefs about one's own efficacy (Bandura, 1997).

Creative Self-Efficacy

Tierney and Farmer (2002) outline CSE theory, which raises the scope to include individuals who believe in their ability to generate innovative and creative ideas for organizational outcomes. As a result, CSE is considered an important feature of creativity in the workplace. Self-efficacy in creative activities is a core attribute to be creative in the workplace, employees can increase involvement in creative behavior when they feel a high level of trust in self-efficacy for their creativity (Gong et al., 2009).

Several studies have suggested that the style adopted by a leader has an important role in increasing contextual factors that encourage creativity-related work outcomes (Amabile et al., 2005). Therefore, a transformational leader can spark employees' creative and independent thinking skills by promoting their CSE (Gumusluoglu and Ilsev, 2009). Another study conducted by Gong et al. (2009) found a direct relationship between transformational leadership and CSE.

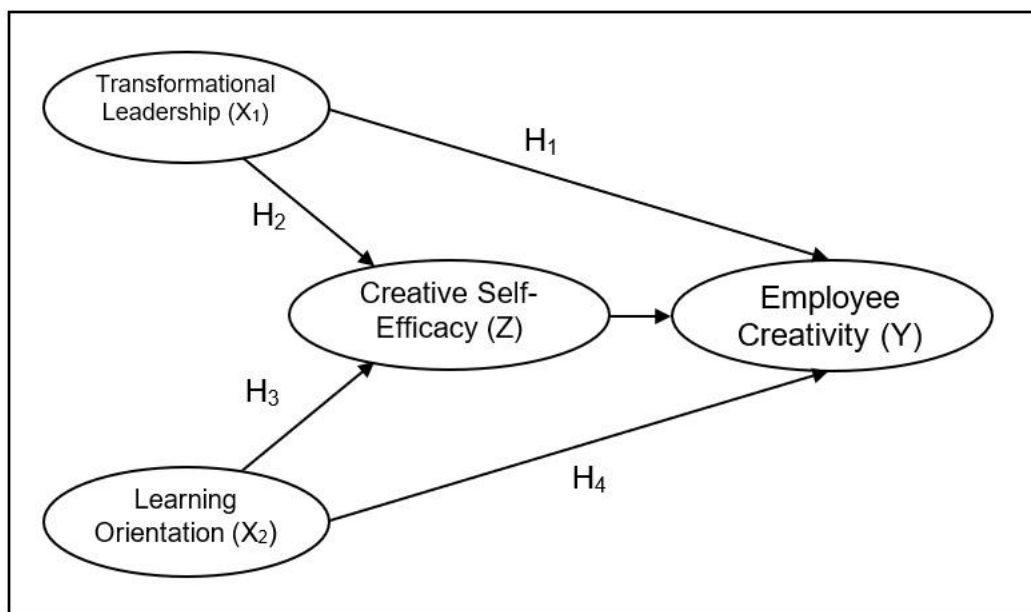
Employee creativity

Creativity means the ability to generate new ideas or effective solutions to problems and organizations with employee creativity that can create extra value and maintain a competitive advantage in a dynamic business environment (Amabile, 1988). The sales field is appropriate for studying creativity because their marketing and sales functions provide vivid illustrations of creative performance (Redmond et al., 1993). Creativity refers to the development of potential new ideas, which can increase efficiency and effectiveness.

Creativity comes from a person's creative thinking, skills, and abilities based on formal education and past experiences. Gong et al., (2009) conducted focus group interviews to identify creative aspects of their work to describe what would represent creativity in their work activities. Four items measuring employee creativity were developed based on consensus among focus group participants, including (1) employee creativity in developing promotions, (2) employee creativity in getting new clients, (3) employee creativity to increase sales, (4) employee creativity in developing promotional methods. Then these items are used to complement the employee creativity measure taken from Oldham and Cummings (1996).

The research by Gong et al. (2009) also states that an organization can benefit from employee creativity so that an organization's management will take advantage of its employees' creativity by recruiting and cultivating innovative people. This is reinforced by the analysis by Redmond et al. (1993), which notes that innovation of workers will lead to the strategic benefit of the organization, meaning that this is considered one of the most critical facets of the corporate climate that can bring value to a company.

Figure 1. Hypothesis Framework



Based on the research hypothesis framework above, several hypotheses can be drawn in this study, namely:

H1: Transformational leadership has a significant effect on Employee creativity.

H2: Transformational leadership mediated by creative self-efficacy affects Employee creativity.

H3: Learning orientation mediated by creative self-efficacy affects Employee creativity.

H4: Learning orientation has a significant effect on Employee creativity.

3. Research Methodology

This study will discuss the effect of transformational leadership and learning orientation on employee creativity mediated by Creative Self Efficacy (CSE). Like the problem formulation and conceptual framework discussed in the previous paragraph, this study uses a quantitative approach where this approach is used to see the relationship between variables and the object under study is cause and effect (causal) so that in this research there are independent and dependent variables (Sugiyono, 2011). This study uses a statistical test tool, namely Partial Least Square (PLS) to answer the problem formulation and test the hypotheses that have been made based on theoretical studies obtained from previous studies.

The data collection procedure used in this study was a survey method, using interviews and questionnaires. The questionnaire is compiled based on the operational definition of the variables and will be arranged following a Likert scale model. This Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of social phenomena and the Likert scale has a level from strongly agree to strongly disagree, such as a value of 5 for indicators of strongly agree, a value of 4 for indicators of agree, a value of 3 for neutral indicators, value 2 for indicators disagree and value 1 for indicators strongly disagree (Sugiyono, 2011).

Research Population

The population in this study are employees of one of the leading mass transportation services in Indonesia, whose working area is in the entire region of East Java. The employees who are the samples are those who work in the back office of this transportation service company. This study uses a non-probability method because the population size cannot be clearly identified (Blumberg et al, 2014). The sample size in this study is based on the minimum number of samples by looking at the number of variables tested (Hair et al, 2014). Determining the minimum number of samples with variable ≤ 5 , the sample size is 100, while for variables ≤ 7 at least 150, and variables ≥ 7 as many as 300.

Data analysis is the process of simplifying data into a form that is easier to read and interpret. This research was conducted using PLS (Partial Least Square) analysis with SmartPLS software. The reason for using this statistical test tool is because of the limited number of research samples. In addition, PLS is not limited to the relationship between indicators and their latent constructs which are reflective, but the PLS algorithm is also used for formative relationships. In this research analysis model, there are independent variables, intervening variables and dependent variables.

4. Results

The results of this study provide clues related to the impact of transformational leadership and learning orientation on employee creativity through creative self-efficacy. This study has the characteristics of respondents who provide information related to gender, age, years of work, and level of education. The characteristics of respondents based on gender are 58% for men and 42% for women in this transportation company. Respondents in this study had an average age of 26-30 years which was represented by 25% of the calculation results, the rest

of the distribution was divided into the 31-35 year old group by 20% and then for the age 36-40 by 17% the rest was divided into various age groups the remaining.

The results of this questionnaire also showed that the respondents had an average of 3-4 years of work for 3-4 years which was shown by 32%. The rest of the working years were between 1-2 years by 24% and 5-6 years by 20%. Furthermore, for the education level, the average education level of this transportation service company has an education level of S-1 with a total of 79%; the rest is at the S-2 education level of 13% and D3 of 2%.

Partial Least Square Analysis (PLS)

Measurement Model Analysis

Validity Testing

An item is said to be valid if the loading factor is positive and greater than 0.5 (Hair, et al. 2014). Based on the results of the analysis of the first-order measurement model, it can be seen that all the indicators measure the variables of Transformational Leadership, Learning Orientation, Creative Self Efficacy, and Employee Creativity. Resulting in a loading factor greater than 0.5. The indicator that measures the dimension or variable is declared valid. The results of the Convergent Validity 1st test can be seen in the table below:

Table 1. Convergent validity testing

Variable	Loading Factor
<i>Transformational Leadership</i>	0,629
<i>Learning Orientation</i>	0,783
<i>Creative Self Efficacy</i>	0,519
<i>Employee Creativity</i>	0,535

The transformational leadership indicator shows a loading factor of 0.629 which indicates that this indicator is dominant in measuring transformational leadership variables. The Learning orientation indicator also has a value of 0.783 which indicates that the indicator has a fairly large value on this variable. Furthermore, the creative self-efficacy indicator also shows a value of 0.519 and employee creativity of 0.535 which proves that the indicator already represents these two variables as an indicator of the question.

Reliability Testing

Calculations that can be used for construct reliability tests are Cronbach alpha and composite reliability. The criteria in the reliability test state that if the composite reliability value is greater than 0.7 (Hair, et al., 2014) and the Cronbach alpha value is greater than 0.6 the construct is declared reliable. The following are the results of the calculation of the reliability test:

Table 2. Convergent validity testing

Variable	Composite Reliability	Cronbachs Alpha
<i>Transformational Leadership</i>	0,931	0,915
<i>Learning Orientation</i>	0,915	0,862
<i>Creative Self Efficacy</i>	0,922	0,907
<i>Employee creativity</i>	0,932	0,920

Based on the table above, it can be seen that the composite reliability value in the variables of Transformational Leadership, Learning Orientation, Creative Self Efficacy, and Employee Creativity has a value of more than 0.7. The results shown in the table above indicate that all indicators are declared reliable. Furthermore, the Cronbach's Alpha value owned by the Transformational Leadership, Learning Orientation, Creative Self Efficacy, and Employee Creativity variables has a value of more than 0.6. These results indicate that all indicators of these variables are reliable.

Results of Analysis of Research Models

Goodness of Fit Model

Goodness of fit model is used to assess endogenous variables' ability to explain the diversity exogenous variables, or in other words, the contribution of exogenous variables to the Variables which are endogenous. Goodness of fit Model in PLS research is carried out using the predictive Q-Square Purpose (Q²).

Table 3. Goodness fit of models

Variable	R ²
<i>Creative Self Efficacy</i>	0,681
<i>Employee creativity</i>	0,801
$Q^2 = 1 - (1 - R^2_{12})(1 - R^2_{22}) \rightarrow Q^2 = 1 - (1 - 0,681)(1 - 0,801) = 0,937$	

Creative self-efficacy R-square variable is 0.681 or 68.1%. This can indicate that Creative Self-efficacy is explained by the Transformational leadership and learning orientation variables of 68.1% or it can be said that the Transformational leadership and Learning orientation towards the Creative Self Efficacy variable is 68.1%, while the remaining 31.9% is the contribution of variables. others that were not discussed in this study.

In the next variable, the R-square commitment for Employee creativity is 0.801 or 80.1%. It can be said that this shows the diversity of employee creativity variables explained by the transformational leadership and learning orientation variables of 80.1% or it can be concluded that the transformational leadership and learning orientation towards Employee creativity is 80.1%, while the remaining 20.9% is the contribution of other variables. which was not discussed in the research that was done.

Research Hypothesis Testing Results

Analyzing PLS provides a path map of the relationship between the analysis variables both directly and indirectly:

Hypothesis research is used to assess if exogenous variables have an effect on endogenous species Variables: Variables. The test criteria state that if there is a value of t-statistics for a t-table (1.96) important impact of exogenous variables on endogenous variables (Hair, et al., 2014)

Table 4. Research Hypothesis Testing Results

Variables effect	Original Sample (O) Standard Error	Standard Error (STERR)	t-statistics (O/STERR)	Information
Transformational Leadership → Creative Self Efficacy	0,655	0,645	4,415	Significant
Transformational Leadership → Employee creativity	0,387	0,382	2,913	Significant
Transformational Leadership → Creative Self Efficacy → Employee creativity	0,708	0,695	3,953	Significant
Learning Orientation → Creative Self Efficacy	0,191	0,191	1,334	No Significant
Learning Orientation → Employee creativity	0,150	0,153	1,310	No Significant
Learning Orientation → Creative Self Efficacy → Employee creativity	0,207	0,202	1,395	No Significant

Effects of the study of the direct or indirect impact route between the research variables, Can be used to test the hypothesis of the study. The results of the hypothesis test for the study are explained in the Parts below.

Hypothesis 1: Transformational leadership has a significant effect on Employee creativity

Hypothesis test results of the effect of transformational leadership on employee creativity resulted in a path coefficient of 0.655 with a t-statistic value of 4.415. The test results show that the t-statistic value > 1.96. This means that there is a significant effect of transformational leadership on employee creativity. These results are accepted by hypothesis 1 research that

the stronger transformational leadership will increase employee creativity to public transportation companies carried out by researchers.

Hypothesis 2: Transformational leadership that is mediated by creative self efficacy has an effect on Employee creativity.

In testing the results of the hypothesis, the effect of transformational leadership on employee creativity through creative self-efficacy mediation results in a path coefficient of 0.708 with a t-statistic value of 3.953. Based on the test results, it shows that the t-statistic value is > 1.96 . It means that there is a significant influence on transformational leadership on employee creativity through the mediation of creative self-efficacy. These results prove the second hypothesis that transformational leadership can affect employee creativity if it is mediated through creative self-efficacy.

Hypothesis 3: Learning orientation that is mediated by creative self efficacy affects employee creativity.

Hypothesis test results of the effect of learning orientation on employee creativity through creative self-efficacy mediation produces a path coefficient of 0.207 with a t-statistic value of 1.395. According to the test results show that the t-statistic value < 1.96 . It means that Creative self-efficacy cannot mediate between learning orientation and employee creativity.

Hypothesis 4: Learning orientation has a significant effect on employee creativity.

The results of hypothesis testing on the effect of learning orientation on employee creativity resulted in a path coefficient of 0.150 with a t-statistic value of 1.310. According to the test results, it shows that the t-statistic value < 1.96 . That means that learning orientation cannot affect employee creativity in this research.

4. Discussion

Transformational leadership has a significant effect on Employee creativity

This research shows that transformational leadership has an important role in employee creativity, the impact that will be felt will be very large from the transformational leadership system, this proves that some research that has been done by several previous researchers as stated by (Rubin et al., 2005) states that transformational leadership can change the focus of employees from instant self-interest to an isolated collective vision and inspire employees to do something beyond their duties, this is in line with what has been stated by (Pearce and Sims, 2002) that sharing empirical studies states that transformational leadership has an impact on innovation, employee performance and attitude.

The results of this study also mean that companies with leaders who have transformational leadership characters can encourage companies to continue to make improvements and exceed their limits. In fact, company X where this researcher is undergoing massive changes when their managers as a whole apply transformational leadership.

This company target that encourages someone to make continuous improvements also encourages employees to have creativity in completing their current tasks. Especially in the era of the transportation service business that is always changing, like today, starting from

developing company technology to how to make service improvements to continue to increase consumers in using this mass transportation.

Transformational leadership that is mediated by creative self efficacy has an effect on Employee creativity.

This study supports what Tierney and Farmer (2004) have stated in their research that to maintain growth and success, organizations need to support employee creativity by developing Creative Self-Efficacy (CSE) in employees. With the presence of CSE, it can also involve them in creative activities in organizations or companies (Gong et al., 2009). The results shown in the study show that with Transformational leadership, CSE in employees will impact employee creativity.

This is because the leadership's encouragement to continue to develop employee creativity, ultimately indirectly, the knowledge and skills must be directly improved to support employee creativity in completing tasks given by the company and their leaders.

Learning orientation that is mediated by creative self efficacy affects employee creativity.

Based on the understanding according to (Covin et al., 2006), it is stated that learning orientation underlies the internal self-renewal of the company, and is an important aspect of corporate strategy activities. In this study, the learning orientation did not have a significant effect on employee creativity through mediation of creative self-efficacy, which means that the learning orientation given to the company under study does not have a significant impact on employee self-desire in developing creativity, this is because the learning methods provided by the company can be less optimal or employees in this company tend to have more desire when their leader encourages them to continue to be creative in company activities.

Learning orientation has a significant effect on Employee creativity.

Companies in implementing a learning orientation in this study tend to emphasize more on carrying out work in general rather than developing individual employees. Employee creativity development in completing work tends to be when the work process is already running. Employee creativity in the companies studied tends to have more impact when their leaders encourage them to do creativity and are driven by factors in the field that make them think creatively in solving existing problems.

5. Conclusion and Recommendations

Conclusion

- a. Transformational leadership has a very big impact on the company if it is accompanied by each individual to develop themselves and their creativity in completing their responsibilities at work.
- b. Leaders also will not have a huge impact on the creativity of employees if they do not have the desire to develop themselves. Therefore, the greater their desire to develop themselves, especially related to creativity, the creativity of employees will develop in the company which will have an impact on the company.

- c. This learning orientation has no significant impact because employees tend to be motivated and driven by leaders rather than relying solely on learning. Leader's involvement in the process of employee creativity because leaders tend to know more about the state and the desired targets.
- d. It does not have an impact on the learning orientation itself on employee creativity itself, it is caused by an individual getting creativity when they are already in the field rather than what is obtained when receiving a learning orientation. Having a general description of the leader can also give employees an idea of what jobs they will face.

Recommendations

- a. In further research, companies that operate in other sectors such as property, production, or telecommunications companies can be used because the demands of the companies mentioned are more demanding for higher creativity.
- b. Future research may also add other dependent variables such as critical thinking. As well as using other leadership variables such as democratic or charismatic in conducting further research.

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